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The Chat Room (CEPS Newsletter)

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The Chat Room

College of Education and Professional Studies Newsletter

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Dr. Charles Eberly Receives the 2009 Outstanding Contributions to Student Affairs through Teaching Award

Dr. Charles Eberly, professor of Counseling and Student Development, is the regional recipient of the 2009 Outstanding Contributions to Student Affairs through Teaching Award presented by the National Association of Student Personnel Administrators (NASPA).

He was presented his award at the 2009 NASPA IV-East Awards Dinner on Nov. 8, at the Westin Lombard Yorktown Center in Lombard, IL.



Dr. Eberly pictured receiving the award for Outstanding Contributions to Student Affairs through Teaching.

"It was a tremendous honor, considering the large number of members," Dr. Eberly said.

Region IV-East includes nearly 20 percent of all NASPA members.

CEPS Presentations at the
13th Annual Research Fair
held Feb.22, 2010

Secondary Education and
Foundations

“Critical Educational Ontology”

Gus Albear

“The Need for a Formalized Moral
Education”

Dr. Rose Gong

Counseling and Student
Development

“The Effects of Recreational
Technology Use on
Procrastination in Adults”

Brian Brausch, Bobbi Ward,
Joanna Hayes, Ryan Howland, and
Jay Hopper

“Are the Foundations Needs of
Nontraditional Undergraduates
Being Met at Eastern Illinois
University?”

Peggy Brown

“Pediatric Bipolar Disorder”

Shannon Brucker

“I was very humbled,” he said.

A student informed him of his achievement after reading Dr. Eberly’s email that had been left on the projector screen during a class break.

“I was very surprised,” he said.

Nominees for the Outstanding Contributions to Student Affairs through Teaching Award must demonstrate the following criteria including: contribution to the profession through the development of professionals; contribution to the profession through research and publication; and contribution to the profession through active involvement with professional organizations.

“Hidden among the cornfields of Charleston, IL, you’ll meet Dr. Eberly, a patient instructor who places careful time and attention to cultivate superior crops of students, able to successfully navigate and matriculate through the challenges of graduate coursework in College Student Affairs ... “Doc,” as we affectionately call him, is able to be effective because he also embraces opportunities to know his students as people. It is unclear how many scholars are impacted by Dr. Eberly’s work. It is clear, however, that he works tirelessly and demonstrates mastery in the students’ affairs field,” stated Temetria Hargett, former student and Resident Director at Eastern.



Dr. Eberly posed alongside fellow NAPSA IV-East Regional award winners.

“At one time Chuck was the only instructor in this program,” said Lou Hencken, former EIU President.

“And now our students come from all over the country, which is different from the past when they were just from the area,” said James Wallace, professor of Counseling and Student Development.

The faculty agreed that the way Dr. Eberly motivates his students, pushing them to hone their research skills and requiring a thesis has prompted the high percentage rate, 90 percent, of the students in the program being able graduate in a 2 year period.

Dr. Eberly keeps a file that goes back over 20 years on his students.

“I work to keep up with my students,” he said.

“Career Change”

Sarah Carpenter, Mera El Ramahi,
and Amanda Ghibellini
Faculty Mentor: Dr. Angie Yoder

“Children and Divorce”

Lauren Christina

“The Impact of Sexual Abuse During Childhood”

Allison Salvato and Amber
VanAtta

“A Look Within Online Counseling”

Nick Slicer

“Generalized Anxiety Disorder: An Overall Review and Related Implications”

Jiwon Sung
Faculty Mentor:
Dr. Heidi Larson

“Applications of Play Therapy with Sexually Abused Children”

Mera El Ramahi
Faculty Mentor: Dr. Angie Yoder

“The Exploration of Methodologies Proven to Alleviate Test Anxiety in School Children”

Mera El Ramahi, Lincoln Estes,
Amanda Ghibellini, Jiwon Sung,
Fred Washburn
Faculty Mentor: Dr. Heidi Larson

Former Students Collaborate to Memorialize Beloved Science Professor

Dr. Lahron Schenke, of Charleston, taught Science in the Department of Early Childhood, Elementary and Middle Level Education at Eastern from 1963-1982. He was a beloved teacher that passed away at the age of 89 on Wednesday, September 23, 2009.

A group of Dr. Schenke’s former students led by Kris Hall, now a retired teacher, wanted to do something special to memorialize their college teacher. The group collected donations to purchase science teacher-resource books for the Ballenger Teacher Center.

Ann Brownson, Director of the Ballenger Teacher Center, and Denise Reid and Brian Poelker, Science instructors in the Department of Early Childhood, Elementary and Middle Level Education, worked together to select books that would be of interest to Eastern’s pre-service teachers as well as any area practicing teachers visiting the Center. Dr. Schenke’s name is inscribed in each book.

“Dr. Schenke was not only a great teacher but also a wonderful person,” said Hall.

Joy Russell, Department Chair, said that she is still marveled at the impact teachers have on their students especially in Dr. Schenke’s case.

“His knowledge, insights and expertise have stayed with his students for so many years,” she said.



Dr. Lahron Schenke,
photo from Booth Library
Archives

Local Teacher and Alumna ‘Spotlighted’

The Library of Congress Teaching with Primary Sources Quarterly recently featured Vicki Martinez, teacher at Jefferson Elementary School in Charleston, in the edition’s Teacher Spotlight section.

Martinez graduated from Eastern in 1986 earning a B.A. in Elementary Education, later receiving an M.A. in Elementary Education in 2003.

Kinesiology and Sports Studies

“Efficacy of the Nintendo Wii Fit for Improving Balance in Older Adults”

Dr. Phyllis T. Croisant and Randi G. Lundstedt

“An Examination of Predictors of Pitch Recognition Abilities in Baseball Players”

Paul Gray

“Abdominal Muscle Activation and Caloric Expenditure: Ab Circle Device Versus Traditional Exercise Modalities”

Maranda Rehg and Dr. Mark Kattenbraker

“Who Wants to be a Physical Education Teacher? A Case Study of a Non-Traditional Undergraduate Student in a Physical Education Teacher Education Program”

Scott Ronspies

Special Education

“Effects of Three Instructional Strategies on the Reading Achievement of Seventh Graders with Learning Disabilities”

Christina Edmonds-Behrend



Vicki Martinez, teacher at Jefferson Elementary School in Charleston, IL

The Teaching with Primary Sources Quarterly is the only publication created by and featured on the Library of Congress Website through the Educational Outreach Division and is downloaded by readers across the country and internationally.

The Spotlight highlighted Martinez’s effective classroom use of primary sources with students, particularly those with disabilities.

“With each year I find that I use primary sources more often,” Martinez said in her Spotlight interview. “We analyze primary sources, such as photographs and maps, to engage all learners.”

Martinez was nominated for the spotlight for her participation in professional development activities through the EIU Teaching with Primary Sources program, part of the College of Education and Professional Studies.

“Primary sources provide opportunities for all learners to experience classroom success,” she said. “I’m always looking for new ways to reach my students.”

Martinez has been teaching for 15 years.

“We are so proud to say that Vicki is an alumnus of the college earning both undergraduate and graduate degrees at EIU,” stated Cindy Rich, Director of EIU’s Teaching with Primary Sources program.

Special Education Annual Honors

The Annual Honors Convocation for the Department of Special Education was held on Saturday, Dec. 19, 2009, with 230 people in attendance. The department’s faculty chose award recipients based on their scholarship, leadership, and service.

Alexander Underwood received the Iva P. Miller Special Education Memorial Scholarship.

Lindsey Dalesandro, William Seidelmann, and Lisa Vitale received the Telefund Awards.

“Leading Pre-Teachers to the Library”

Christina Edmonds-Behrend,
Amy Rosenstein, and Jennifer
Stringfellow

“Whose Job Is It? Facilitating the
Transition to College for Minority
Students with Disabilities”

Sandy Johnson and Dr. Amy
Rosenstein

Recreation Administration

“Inequality Issues of Recreation
and Leisure Opportunities in
Illinois”

Dr. Byung-Gook Kim

“A Study of the Role of
Flexible Work Arrangements,
Organizational Commitment, and
Job Self-Efficiency Among Public
Park and Recreation Employees”

Dr. Michael A. Mulvaney

Health Studies

“Myth Busters: Busting Sexual
Myths for College Students”

Dr. Misty Rhoads, Dr. Barb
Walker, and Ashley Klutz

The Warner Scholarship
awardee was Nina Caputa,
and Marica Puckett won
the Dr. Robert Zabka
Scholarship.

Rachel Veach and Tammy
Jones both received the
Stephen Wayne Kennard
Scholarship.

The Fall 2009 graduating
class was also honored as
well as student officers from
Sigma Rho Epsilon, the
Special Education Honorary
Society and Student Council
for Exceptional Children.

Fourteen graduate students,
46 seniors, 13 juniors, and
nine sophomores received
awards at the Convocation
along with four students from the Cohort program.



Alexander Underwood, recipient of the Iva P. Miller
Special Education Memorial Scholarship., photographed
with Kathlene Shank

EIU Professor Published and Honored

Dr. Sham'ah Md Yunus is the recipient of the
Achievement and Contribution Award in the
Research Category for 2008-2009.

Her article, “Rice, Rice, Rice in the Bin:
Addressing Culturally Appropriate Practice
in Early Childhood Classrooms,” was
published in the Journal of Childhood
Education, 86 (1), p. 27-31, 2009.

The article discusses the use of food as an
inappropriate practice in the early childhood
classrooms.



Dr. Sham'ah Md. Yunus, professor
of Early Childhood, Elementary, and
Middle Level Education

Through the Looking Glass: My Attempts at Teaching Thus Far

Comparing the work of a substitute teacher to the daily routine of a regular teacher is a bit like comparing apples to potatoes. Yet I have had a few experiences as a sub that have shown me how much I already know about teaching and conversely how much I still need to learn.

I once substituted in an eighth grade history class that had just started talking about World War II in the Pacific theater. I happened to have a local man’s first-person recollection of the Battle of Iwo Jima, and the teacher agreed that reading this to the class would be a nice addition to the teacher’s planned activities.

I chose to read a section of the account that related a particularly fierce assault by the Marines. It spoke of a young man, just 22 years old, charging through a mortar barrage, sure that it was only a matter of time until he disappeared in a cloud of volcanic ash stained pink with his own blood. The author talked of running toward a small piece of cover when he suddenly found himself tumbling head over heels through the air, landing on his feet.

A mortar shell had blown him clear of the kill zone but had vaporized his buddy, leaving bits of his friend spattered all over his battle dress. His simultaneous relief at surviving, and angst over the instant death of his friend was palpable through this account. The students were spellbound, especially when I told them the author’s name. Many of them knew him as a kind, gentle old man at the Methodist Church.

One young lady in particular had tears in her eyes. I later learned just how profoundly the mini-lesson had impressed her. She spoke to me one day when I worked at the high school, where she is now a freshman.

She said she will never forget the story I read that day. It inspired her to seek out the author of that account to thank him for doing what he did. She also told me it gave her inspiration of another type. She has decided to study history when she goes to college, all because of my having read a particularly moving account of the brutalities of war.

That moment taught me something.

I had always thought my work as a substitute teacher had no real impact on any of the students I had in my charge. But now that I have had the opportunity to do some instruction and found that it has had some impact, I am more comfortable than ever with my choice of a second career. I look forward to the next stage in my journey toward certification.

Submitted by Rick Baker, teacher candidate in social science